



YEARLY STATUS REPORT - 2020-2021

Part A	
Data of the Institution	
1.Name of the Institution	Gandhi Shikshan Bhavan's Smt. Surajba College of Education
• Name of the Head of the institution	Dr. Judy Grace Andrews
• Designation	Incharge Principal
• Does the institution function from its own campus?	Yes
• Alternate phone No.	02226200589
• Mobile No:	7715862756
• Registered e-mail ID (Principal)	gandhishikshanbhavan@gmail.com
• Alternate Email ID	principal@gnadhishikshan.com
• Address	Juhu Road (North), Mumbai - 400049
• City/Town	Mumbai
• State/UT	Maharashtra
• Pin Code	400049
2.Institutional status	
• Teacher Education/ Special Education/Physical Education:	Teacher Education
• Type of Institution	Co-education

• Location	Urban				
• Financial Status	Grants-in aid				
• Name of the Affiliating University	University of Mumbai				
• Name of the IQAC Co-ordinator/Director	Ms. Vaishali Shrikar Dhaware				
• Phone No.	02226200589				
• Alternate phone No.(IQAC)	02226706277				
• Mobile (IQAC)	7715862756				
• IQAC e-mail address	gandhishikshanbhavan@gmail.com				
• Alternate e-mail address (IQAC)	principal@gandhishikshan.com				
3.Website address	www.gandhishikshan.com				
• Web-link of the AQAR: (Previous Academic Year)	https://www.gandhishikshan.com/wp-content/NAAC_Reports/AQAR-2019-20_28-07-22.pdf				
4.Whether Academic Calendar prepared during the year?	Yes				
• if yes, whether it is uploaded in the Institutional website Web link:	https://www.gandhishikshan.com/wp-content/uploads/2022/03/Academic-calendar-2020-2021.pdf				
5.Accreditation Details					
Cycle	Grade	CGPA	Year of Accreditation	Validity from	Validity to
Cycle 1	A+	91	2004	03/05/2004	02/05/2009
Cycle 2	B	2.82	2011	27/03/2011	26/03/2016
Cycle 3	A+	3.54	2017	22/02/2017	21/02/2022
6.Date of Establishment of IQAC			05/07/2004		
7.Provide the list of funds by Central/ State Government-UGC/ICSSR/ IUCTE/CSIR/DST/DBT/CPE of UGC/PMMMNTT etc.					

Institution/ Department/Faculty	Scheme	Funding agency	Year of award with duration	Amount
Nil	NA	NA	Nil	0
8. Whether composition of IQAC as per latest NAAC guidelines		Yes		
<ul style="list-style-type: none"> Upload latest notification of formation of IQAC 		View File		
9. No. of IQAC meetings held during the year		3		
<ul style="list-style-type: none"> Were the minutes of IQAC meeting(s) and compliance to the decisions have been uploaded on the institutional website? 		Yes		
<ul style="list-style-type: none"> (Please upload, minutes of meetings and action taken report) 		View File		
10. Whether IQAC received funding from any of the funding agency to support its activities during the year?		No		
<ul style="list-style-type: none"> If yes, mention the amount 				
11. Significant contributions made by IQAC during the current year (maximum five bullets)				
<p>* MOOC courses on Personality Development * Certificate course on environmental sustainability * Special lecture series - (NEP2020, Parivartan - Let's Pivot to the new, Global Citizen Education, Basics of Indian Constitution, Communication Skills) * FDPs by teachers to enhance ICT skills * Collaborations with MGNCRE, Ministry of Human Resource Development</p>				
12. Plan of action chalked out by the IQAC in the beginning of the Academic year towards Quality Enhancement and the outcome achieved by the end of the Academic year (web link may be provided).				

Plan of Action	Achievements/Outcomes
Revisiting vision mission	Philosophy based celebrations Vajubhai memorial Lecture 7th Vajubhai Memorial Lecture - Talk on Human Rights: The Base for a Just Society, By-Dr. Meeran Chadha Borwankar-EX-IPS Special Lecture Series-Global Citizenship Education-Dr. Sunita Magre Gandhi Jayantii Celebration Guest Speaker - Mr. Cassiem Khan, Director, Imam haron Foundation, Cape Town Gandhian values initiation workshop. - Gandhi luminous light at the end of the tunnel. Sarva Dharma Prarthana in Practice Teaching Schools A week long collaborative Value workshop
Enhancing practice of ELM - 3 H Model	Development of all round personality through exposure of Art and Drama- Vocational Education workshop - Craft Workshop Vocational Education, Nai Talim, Experiential Learning -VENTEL Workshop for students conducted by MGNCRE, Ministry of Education Special Lecture Series- Communication Skills- Mr. Shriharsh Kaushik
Enhancement of ICT Skills and tools for the paradigm shift of education in New Normal. Self Learning in online mode of education	MOOC Courses FDP on online learning by faculty
Preparing for revamping of education system with reference to NEP 2020	Special Lecture Series-NEP 2020- Implementation and Questions
Innovative teaching learning practices	Mentor - Menti-Demo lessons and preparation for online practice teaching

Environmental sustainability practices	Certificate Course on Environmental Sustainability Fire Drill for Safety by National Institute of Disaster Management , Ministry of Human Affairs
Wellbeing of Faculty and students in the new environment	Multidisciplinary International Students Webinar on "Mental Health & Wellbeing, Dr. Ruchi Chaturvedi, Life Skills & Well Being, Vice Principal (Arts) & asso. Prof. Dept. of Psychology, Jai Hind College/ Class Room Interaction
Community engagement	SWACHHTA Action Plan (SAP) Workshop for students conducted by MGNCRE, Ministry of Education
Collaborations with NGO	Special Lecture Series-Basics of Indian Constitution-Dr. Noorjahan Safia Niaz Webinar on Gender Sensitization- Need for Social Awakening in collaboration with Inner Wheel Club of Bombay Film City, Rotary Club of Bombay Film City , Gandhi Shikshan Bhavan's, Smt. Surajba College of Education and Oriental College of Education and Research Panel discussion : Women Empowerment through men's lense Teach India (English Communication Workshop)
Alumni involvement	Special Lecture Series- Parivartan - Lets Pivot to the New-Smt. Rekha Pandey
13. Whether the AQAR was placed before statutory body?	Yes
<ul style="list-style-type: none"> Name of the statutory body 	

Name of the statutory body	Date of meeting(s)
College Development Committee	10/05/2021

14. Whether institutional data submitted to AISHE

Year	Date of Submission
2020-21	25/01/2022

15. Multidisciplinary / interdisciplinary

At present G.S.B.'s Smt. Surajba College of education is a standalone teacher education institution.

16. Academic bank of credits (ABC):

Not applicable

17. Skill development:

Smt. Surajba College of Education focuses on development of following skills required for the teaching profession along with awareness of Gandhian values, universal human values, professional ethics and social obligation through its enriched curriculum.

- Communication skill
- Teaching competencies
- Life skills
- ICT skills for teaching learning and assessment

18. Appropriate integration of Indian Knowledge system (teaching in Indian Language, culture, using online course)

The Integration of Indian knowledge through the various courses in the syllabus through the dynamic curriculum. As per the needs of the learners the bilingual approach is used in the classroom. The college runs on Gandhian philosophy and many of the programmes are interweaved with the philosophy. Gandhiji emphasized on culture values importance to Indian languages, dignity of labour and community engagement for development. The day starts with sarvadharm prayers and paper reading on various issues, challenges related to society, culture, education and environment. The curricular and co-curricular programmes organized depict the Indian knowledge system and incorporate Indian languages and other cultural aspects. Celebration of seasonal, socio-cultural and national festivals in which there are paper readings and discussions, songs, dramas, role-plays etc. in different languages. Films from Indian languages are shown and discussed for learning purposes, programmes

like Makarsankranti, onam, Christmas, Navratri and Eid and acquaint the students to various Indian cultural diversities.

19.Focus on Outcome based education (OBE):Focus on Outcome based education (OBE):

The curriculum of Smt. Surajba College of Education focuses on outcome based Education. The curriculum is child centred and the programme learning outcomes and the course learning outcomes are well defined and these are communicated to the teachers and student teachers from time to time, keeping in line with the vision and mission of the institution.

The focus is on the all-round development of personality of the student teachers who will be going into the society as teachers and bringing up future citizens. Number of skills are developed through various programs and activities of the college. The focus is on experiential learning which help them to gain confidence to be become self-learners and develop observation skills, critical thinking skills, problem solving skills, creativity and the right kind of attitude towards the profession and society. Socio-cultural programs are organised throughout the year through which they learn about the culture and also while participating in such programs they develop Team Spirit, leadership qualities, planning, decision making which is showcased through their participation and behaviour in all the activities. A lot of collaborative programs are organised with the society with the underprivileged children working with NGOs and students from other colleges where in the students become more aware and open-minded and develop skills of confidence, competence and cooperative learning.

During internships these student teachers work as full-time interns in the school where in they develop more skills and get a thorough knowledge of their profession and what is expected of them with reference to qualities like listening skills, patience, empathy, catering to the student diversity etc. Student teachers are assigned a mentor faculty member for each group of students and the mentor is continuously evaluating the students through observations and outcome of all the activities are evaluated and constructive feedback is provided from time to time. In addition, the students themselves maintain a reflective journal for self-assessment. The achievement of the outcomes is also reflected when the students are offered good jobs in the schools.

20.Distance education/online education:

Not applicable

Extended Profile

2.Student	
2.1	119
Number of students on roll during the year	
File Description	Documents
Data Template	View File
2.2	127
Number of seats sanctioned during the year	
File Description	Documents
Data Template	View File
2.3	63
Number of seats earmarked for reserved categories as per GOI/State Government during the year:	
File Description	Documents
Data Template	View File
2.4	49
Number of outgoing / final year students during the year:	
File Description	Documents
Data Template	View File
2.5	49
Number of graduating students during the year	
File Description	Documents
Data Template	View File
2.6	57
Number of students enrolled during the year	
File Description	Documents
Data Template	View File

4.Institution	
4.1 Total expenditure, excluding salary, during the year (INR in Lakhs):	11.77
4.2 Total number of computers on campus for academic purposes	37
5.Teacher	
5.1 Number of full-time teachers during the year:	8
File Description	Documents
Data Template	View File
Data Template	View File
5.2 Number of sanctioned posts for the year:	10
Part B	
CURRICULAR ASPECTS	
1.1 - Curriculum Planning	
1.1.1 - Institution has a regular in house practice of planning and/or reviewing, revising curriculum and adapting it to local context /situation. Describe the institutional process of planning and/or reviewing, revising curriculum and adapting it to the local context in not more than 100 - 200 words	
<p>Due to the pandemic there was a major paradigm shift from face to face -blended mode to online completely.Thus ICT skill based training for complete online mode was initiated for both faculty and student -teachers. The training was imparted for using various LMS platforms and ICT tools. Even in the online mode ,the curricular and cocurricular activities are planned and executed according to the vision mission and the philosophy of the institution and it has been interwoven along with the revised curriculum. All the activities are designed according to the needs of the students to build the skills related to competencies of the students. The academic calendar is planned along with the team of faculty and the time table is put for the students every week well in advance for planning and execution of the activities. The records of the activities are documented and</p>	

where ever possible they are recorded and photographs are taken too. To enhance attitudes and skills, special value added courses and audit courses are introduced and experts from different fields are involved for the same.

The online mode had many challenges which were communicated by the students to faculty from time to time. Accordingly, issues related to teaching, learning and evaluation processes were solved. This was done through regular online meetings with students , faculty and other stakeholders.

File Description	Documents
Details of a. the procedure adopted including periodicity, kinds of activities b. Communication of decisions to all concerned c. Kinds of issues discussed	View File
Plan developed for the academic year	View File
Plans for mid- course correction wherever needed for the academic year	View File
Any other relevant information	No File Uploaded

1.1.2 - At the institution level, the curriculum planning and adoption are a collaborative effort; Indicate the persons involved in the curriculum planning process during the year Faculty of the institution Head/Principal of the institution Schools including practice teaching schools Employers Experts Students Alumni

A. All of the above

File Description	Documents
Data as per Data Template	View File
List of persons who participated in the process of in-house curriculum planning	View File
Meeting notice and minutes of the meeting for in-house curriculum planning	View File
A copy of the programme of action for in- house curriculum planned and adopted during the academic year	View File
Any other relevant information	No File Uploaded

1.1.3 - While planning institutional curriculum, focus is kept on the Programme Learning Outcomes (PLOs) and Course Learning Outcomes (CLOs) for all programmes offered by the institution, which are stated and communicated to teachers and students through Website of the Institution Prospectus Student induction programme Orientation programme for teachers

A. All of the Above

File Description	Documents
Data as per Data Template	View File
URL to the page on website where the PLOs and CLOs are listed	https://drive.google.com/file/d/18fmhOgAf3tU9mw0ec0SujCIlrVwbFWV3/view?usp=sharing
Prospectus for the academic year	View File
Report and photographs with caption and date of student induction programmes	View File
Report and photographs with caption and date of teacher orientation programmes	View File
Any other relevant information	No File Uploaded

1.2 - Academic Flexibility

1.2.1 - Curriculum provides adequate choice of courses to students as optional / electives

including pedagogy courses for which teachers are available**1.2.1.1 - Number of optional / elective courses including pedagogy courses offered programme-wise during the year**

14

File Description	Documents
Data as per Data Template	View File
Circular/document of the University showing duly approved list of optional /electives / pedagogy courses in the curriculum	View File
Academic calendar showing time allotted for optional / electives / pedagogy courses	View File
Any other relevant information	Nil

1.2.2 - Number of value-added courses offered during the year

0

1.2.2.1 - Number of value-added courses offered during the year

0

File Description	Documents
Data as per Data Template	View File
Brochure and Course content along with CLOs of value-added courses	No File Uploaded
Any other relevant information	No File Uploaded

1.2.3 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

0

1.2.3.1 - Number of students enrolled in the value-added courses as mentioned in 1.2.2 during the year

0

File Description	Documents
List of the students enrolled in the value-added course as defined in 1.2.2	View File
Course completion certificates	No File Uploaded
Any other relevant information	No File Uploaded

1.2.4 - Students are encouraged and facilitated to undergo self-study courses online/offline in several ways through Provision in the Time Table Facilities in the Library Computer lab facilities Academic Advice/Guidance

Three of the above

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the institutional facilities provided to the students to avail self study courses as per Data Template	View File
Document showing teachers' mentoring and assistance to students to avail of self-study courses	View File
Any other relevant information	No File Uploaded

1.2.5 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

51

1.2.5.1 - Number of students who have completed self-study courses (online /offline, beyond the curriculum) during the year

51

File Description	Documents
Data as per Data Template	View File
Certificates / evidences for completing the self-study course(s)	View File
List of students enrolled and completed in self study course(s)	View File
Any other relevant information	No File Uploaded

1.3 - Curriculum Enrichment

1.3.1 - Curriculum of the institutions provides opportunities for the students to acquire and demonstrate knowledge, skills, values and attitudes related to various learning areas Describe the curricular thrusts to achieve the following in not more than 100 - 200 words each A fundamental or coherent understanding of the field of teacher education Procedural knowledge that creates teachers for different levels of school education skills that are specific to one's chosen specialization Capability to extrapolate from what one has learnt and apply acquired competencies Skills/Competencies such as: Emotional Intelligence, Critical Thinking, Negotiation and Communication Skills, Collaboration with others, etc.

The curriculum is enriched by providing students with a number of experiences through online mode so as to develop an all round development of personality. The curriculum provides a way to demonstrate knowledge and develop competencies and skills through daily paper reading sessions followed by discussions on various issues related to society and reflecting on them so as to make teachers aware of their role as a social change agent . Lectures and workshops by Expert's lectures from different fields. The knowledge and developed competencies and skills acquired are applied during online practicum work such as practice teaching sessions, community engagement activities , remedial work and other practicum work through Mentor Mentee approach. During the pandemic there were a whole lot of webinars on various topics organized by the institution as well as other institutions in the country. Students were encouraged to attend the same and assimilate the knowledge Many of festivals were organized online and 100 percent participation have helped in giving individual attention to the student development in all the 3 domains of personality.

File Description	Documents
List of activities conducted in support of each of the above	View File
Documentary evidence in support of the claim	View File
Any other relevant information	View File
Photographs indicating the participation of students, if any	View File

1.3.2 - Institution familiarizes students with the diversities in school system in Indian as well as international and comparative perspective. Describe in not more than 100-200 words how students are familiarized with the diversity in school system in India with respect to: Development of school system Functioning of various Boards of School Education Functional differences among them Assessment systems Norms and standards State-wise variations International and comparative perspective

The students are familiarized with various diversities in school education and higher education system through different courses in B. Ed curriculum and course objectives include the above mentioned issues.

Enriched information is provided to the students and many of the topics related to diversity are discussed during the classroom interaction sessions. The paper reading sessions which are conducted daily also include the diversity related topics. State wise Variations and International and comparative perspectives are also discussed through course Educational Management and assessment for learning. Webinars and Seminars and films and documentaries are the other ways in which the diversities are discussed and the students participate in the same and get familiarized .

The students -teachers are doing practice teaching and other practicum work in edifferent schools following different school boards thus getting experiential learning about diversities with respect to students, working culture, curriculum, assessment strategies etc. These experiences are then disseminated through report readings in assembly by each school group so each one of them is getting knowledge about various diversities in functioning of various boards of school education.

File Description	Documents
Action plan indicating the way students are familiarized with the diversities in Indian school systems	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.3.3 - Students derive professionally relevant understandings and consolidate these into their professional acumen from the wide range of curricular experiences provided during Teacher Education Programme Describe the efforts made by the institution to enable students to develop understanding of the interconnectedness of the various learning engagements and to make them ready for the professional field in not more than 100-200 words

The Institution follows the Experiential Learning Model ELM. The curriculum is activity centered and many programmes and activities are conducted for the Student Teachers. The day begins with the Sarva dharma prarthana followed by motivational, patriotic and environmental songs. Thereafter Paper Reading sessions by the students on topics related to Society. This gives students an idea about their role in society as a Social Change agent.

The classroom interactive sessions comprise of learning through films, documentations, videos, workshops, presentations, group study, flipped classroom and cooperative learning. Webinars, seminars, visits, celebrations of important days and festivals are conducted by the faculty. Camps to sensitize the students are held. Action Research projects, Community work with the underprivileged children, develop a number of skills required to become good teachers as they gain a lot of exposure. Experts from the fields from India and Abroad are invited to share their experiences with the students which help students have a more deeper perspective of their role as teachers especially the idea that Education is a mission. Practice teaching in schools help students gain a lot of experiences to develop competencies and qualities of good teacher . Thus the institution leaves no stone unturned to develop the personality of the student teachers.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

1.4 - Feedback System	
1.4.1 - Mechanism is in place for obtaining structured feedback on the curriculum – semester wise from various stakeholders. Structured feedback is obtained from Students Teachers Employers Alumni Practice Teaching Schools/TEI	Two of the above
File Description	Documents
Sample filled-in feedback forms of the stake holders	View File
Any other relevant information	No File Uploaded
1.4.2 - Feedback collected from stakeholders is processed and action is taken; feedback process adopted by the institution comprises the following	Feedback collected, analyzed, action taken and available on website
File Description	Documents
Stakeholder feedback analysis report with seal and signature of the Principal	View File
Action taken report of the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded
TEACHING-LEARNING AND EVALUATION	
2.1 - Student Enrollment and Profile	
2.1.1 - Enrolment of students during the year	
119	
2.1.1.1 - Number of students enrolled during the year	
119	

File Description	Documents
Data as per Data Template	View File
Document relating to sanction of intake from university	View File
Approval letter of NCTE for intake of all programs	View File
Approved admission list year-wise/ program-wise	View File
Any other relevant information	View File

2.1.2 - Number of seats filled against reserved categories (SC, ST, OBC) as per applicable reservation policy during the year

59

2.1.2.1 - Number of students enrolled from the reserved categories during the year

14

File Description	Documents
Data as per Data Template	View File
Copy of letter issued by State Govt. or Central Govt. indicating the reserved categories (Provide English version)	View File
Final admission list published by the HEI	View File
Admission extract submitted to the state / university authority about admissions of SC, ST, OBC students every year	View File
Any other relevant information	No File Uploaded

2.1.3 - Number of students enrolled from EWS and Divyangjan categories during the year

2

2.1.3.1 - Number of students enrolled from EWS and Divyangjan categories during the year

2

File Description	Documents
Data as per Data Template	View File
Certificate of EWS and Divyangjan	View File
List of students enrolled from EWS and Divyangjan	View File
Any other relevant information	View File

2.2 - Honoring Student Diversity

2.2.1 - Assessment process is in place at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students Describe the assessment process at entry level to identify different learning needs of students and their level of readiness to undergo professional education programme and also the academic support provided to students, in not more than 100-200 words.

As ours is a Grant in Aid college. All the 50 students are allotted by the MHCET Cell of the state of Maharashtra. The admission is through centralized admission process (CAP) by the MHCET Cell of the state of Maharashtra. The CAP process is online and digitalised both at the state level and college. The eligible students who have cleared B.Ed. CET and ELCET are allotted by the MHCET cell on the basis of student's preference to our college. There is a facility of freezing or floating the seat for admission. Each and every information is disseminated to the eligible candidates and public through display on notice boards as well as on website. The students are admitted after thorough verification of all the details and certificates. The admission fee is as per Govt. directions. The needy students are also given a facility to pay fees in instalments if required. All the admissions of different categories of students are done as per the guidelines received from the Govt. of Maharashtra. The final verification of admissions are done by the Higher and Technical Education, Govt. of Maharashtra.

File Description	Documents
Documentary evidence in support of the claim	View File
Documents showing the performance of students at the entry level	View File
Any other relevant information	No File Uploaded

2.2.2 - Mechanisms are in place to honour

Six/Five of the above

student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through Mentoring / Academic Counselling Peer Feedback / Tutoring Remedial Learning Engagement Learning Enhancement / Enrichment inputs Collaborative tasks Assistive Devices and Adaptive Structures (for the differently abled) Multilingual interactions and inputs

File Description	Documents
Data as per Data Template	View File
Relevant documents highlighting the activities to address the student diversities	View File
Reports with seal and signature of Principal	View File
Photographs with caption and date, if any	View File
Any other relevant information	No File Uploaded

2.2.3 - There are institutional provisions for catering to differential student needs; Appropriate learning exposures are provided to students No Special effort put forth in accordance with learner needs Only when students seek support As an institutionalized activity in accordance with learner needs Left to the judgment of the individual teacher/s Whenever need arises due to student diversity

Two of the above

File Description	Documents
Relevant documents highlighting the activities to address the differential student needs	View File
Reports with seal and signature of the Principal	View File
Photographs with caption and date	View File
Any other relevant information	View File

2.2.4 - Student-Mentor ratio for the academic year

1:14

2.2.4.1 - Number of mentors in the Institution

7

File Description	Documents
Data as per Data Template	View File
Relevant documents of mentor-mentee activities with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.3 - Teaching- Learning Process

2.3.1 - Multiple mode approach to teaching-learning is adopted by teachers which includes experiential learning, participative learning, problem solving methodologies, brain storming, focused group discussion, online mode, etc. for enhancing student learning Describe the varied modes of learning adopted and their basic rationale for adopting such learning mode/s for different courses of each programme in not more than 100-200 words.

By understanding what kind of learner the students are, one can gain a better perspective on how to implement various learning modes/ learning styles into practice and theory techniques. since our learners are student teachers and adults various methodologies are used in the class like brainstorming, Flipped classroom , learning through study circle and documentaries, assignments, students seminars and workshops, constructivism ,project-based and various models of teaching learning such as CAM,Social Enquiry etc.depending on the topic are planned in advance and implemented in the classroom.

Especially during the pandemic due to challenges the ICT was of great help

The paradigm shift brought along with it training for new learning in terms of content enrichment and skill development. A variety of online learning platforms such as Edmodo, zoom, Google class, webex etc. took forefront in the learning process. Various online tools were introduced to transact the curriculum. Courses were uploaded in the google classroom Upload

- Course wise details of modes of teaching learning adopted during the academic year in each programme

- Any other relevant information

File Description	Documents
Course wise details of modes of teaching learning adopted during the academic year in each programme	View File
Any other relevant information	No File Uploaded

2.3.2 - Number of teachers integrating ICT (excluding use of PPT) for effective teaching with Learning Management Systems (LMS), Swayam Prabha etc., Learning Resources and others excluding PPT during the year

7

File Description	Documents
Data as per Data Template	View File
Link to LMS	https://docs.google.com/document/d/1E_54IqB37ooJf7TbTS3MKrmLhCiIJecm/edit?usp=sharing&ouid=100889566306959707961&rtpof=true&sd=true
Any other relevant information	No File Uploaded

2.3.3 - Number of students using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning, during the academic year

101

File Description	Documents
Data as per Data Template	View File
Programme wise list of students using ICT support	View File
Documentary evidence in support of the claim	View File
Landing page of the Gateway to the LMS used	No File Uploaded
Any other relevant information	View File

2.3.4 - ICT support is used by students in various learning situations such as

Three of the above

Understanding theory courses Practice teaching Internship Out of class room activities Biomechanical and Kinesiological activities Field sports

File Description	Documents
Data as per Data Template	View File
Lesson plan / activity plan / activity report to substantiate the use of ICT by students in various learning situations	View File
Geo-tagged photographs wherever applicable	View File
Link of resources used	Nil
Any other relevant information	No File Uploaded

2.3.5 - Continual mentoring is provided by teachers for developing professional attributes in students Describe in not more than 100-200 words the nature of mentoring efforts in the institution with respect to working in teams dealing with student diversity conduct of self with colleagues and authorities balancing home and work stress keeping oneself abreast with recent developments in education and life

The students are divided into groups as per the activity and mentoring is done for the activities accordingly by the in charge

There are faculty in charge of the different programs and students are guided and mentored.

For example for the practice teaching the 6 mentors are mentoring in the school.

Faculty groups: are formed in which the students are divided as per roll number into groups and the faculty in- charge have regular meetings with them and the mentoring is done, The students discuss the personal as well as academic related issues ,and counselling is done community work: students are grouped accordingly and they work in the community along with the faculty and guided well.

Pedagogy method groups: Method master groups mentoring is done to develop expertise in the pedagogy of the school subjects.

Faculty is assigned the coordinator ship for the various celebrations and programmes where the mentoring is done to develop

another personality traits and soft skills

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.3.6 - Institution provides exposure to students about recent developments in the field of education through Special lectures by experts Book reading & discussion on it Discussion on recent policies & regulations Teacher presented seminars for benefit of teachers & students Use of media for various aspects of education Discussions showcasing the linkages of various contexts of education- from local to regional to national to global

Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities conducted related to recent developments in education with video graphic support, wherever possible	View File
Any other relevant information	No File Uploaded

2.3.7 - Teaching learning process nurtures creativity, innovativeness, intellectual and thinking skills, empathy, life skills etc. among students

We are all born with the propensity to achieve, succeed and thrive in our endeavours. We have certain skills, talents and abilities that can be nurtured, shaped, formed and encouraged. The human species has a vast number of these talents, skills and abilities, and it remains a wonder as to how some individuals reach the pinnacle of perfection with their skills and talents, while others remain simply mediocre.

1. Aishwarya Chawan

(Learning through Peers)

Aishwarya was an engineer, who came to study B.Ed. after finding nothing exciting in Engineering. She was very confident with ICT and became a mentor for many. So she was involved in training the other students for lessons which needed the induction of ICT and they started creating a bond with her. She developed friendship and bondage with other students.

1. Jamila Khan

(Cooperative learning)

A first-generation learner from her community Jamila was very shy and a woman of few words. She was also hesitant to speak in the initial stage. Once put in a group with her friends and co-learners she started participating in various programmes. She also learnt how to use ICT with various novelty and gave some extraordinary lesson towards the end to SEM IV.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

2.4 - Competency and Skill Development

2.4.1 - Institution provides opportunities for developing competencies and skills in different functional areas through specially designed activities / experiences that include Organizing Learning (lesson plan) Developing Teaching Competencies Assessment of Learning Technology Use and Integration Organizing Field Visits Conducting Outreach/ Out of Classroom Activities Community Engagement Facilitating Inclusive Education Preparing Individualized Educational Plan(IEP)

Seven/Eight of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the selected response/s	View File
Reports of activities with video graphic support wherever possible	View File
Any other relevant information	View File

2.4.2 - Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as Formulating learning objectives Content mapping Lesson planning/ Individualized Education Plans (IEP) Identifying varied student abilities Dealing with student diversity in classrooms Visualising differential learning activities according to student needs Addressing inclusiveness Assessing student learning Mobilizing relevant and varied learning resources Evolving ICT based learning situations Exposure to Braille /Indian languages /Community engagement

Eight /Nine of the above

File Description	Documents
Data as per Data Template	View File
Reports and photographs / videos of the activities	View File
Attendance sheets of the workshops / activities with seal and signature of the Principal	No File Uploaded
Documentary evidence in support of each selected activity	View File
Any other relevant information	No File Uploaded

2.4.3 - Competency of effective communication is developed in students through several activities such as Workshop sessions for effective communication Simulated sessions for practicing communication in different

Three of the above

<p>situations Participating in institutional activities as ‘anchor’, ‘discussant’ or ‘rapporteur’ Classroom teaching learning situations along with teacher and peer feedback</p>	
<p>File Description</p>	<p>Documents</p>
<p>Data as per Data Template</p>	<p>View File</p>
<p>Details of the activities carried out during the academic year in respect of each response indicated</p>	<p>View File</p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>
<p>2.4.4 - Students are enabled to evolve the following tools of assessment for learning suited to the kinds of learning engagement provided to learners, and to analyse as well as interpret responses Teacher made written tests essentially based on subject content Observation modes for individual and group activities Performance tests Oral assessment Rating Scales</p>	<p>All of the above</p>
<p>File Description</p>	<p>Documents</p>
<p>Data as per Data Template</p>	<p>View File</p>
<p>Samples prepared by students for each indicated assessment tool</p>	<p>View File</p>
<p>Documents showing the different activities for evolving indicated assessment tools</p>	<p>View File</p>
<p>Any other relevant information</p>	<p>No File Uploaded</p>
<p>2.4.5 - Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of Preparation of lesson plans Developing assessment tools for both online and offline learning Effective use of social media/learning apps/adaptive devices for learning Identifying and selecting/ developing online learning resources Evolving learning sequences (learning activities) for online as well as face to face situations</p>	<p>All of the above</p>

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of each response selected	View File
Sample evidence showing the tasks carried out for each of the selected response	View File
Any other relevant information	View File

2.4.6 - Students develop competence to organize academic, cultural, sports and community related events through Planning and scheduling academic, cultural and sports events in school Planning and execution of community related events Building teams and helping them to participate Involvement in preparatory arrangements Executing/conducting the event

All of the above

File Description	Documents
Data as per Data Template	View File
Documentary evidence showing the activities carried out for each of the selected response	View File
Report of the events organized	View File
Photographs with caption and date, wherever possible	View File
Any other relevant information	View File

2.4.7 - A variety of assignments given and assessed for theory courses through Library work Field exploration Hands-on activity Preparation of term paper Identifying and using the different sources for study

Four of the above

File Description	Documents
Data as per Data Template	View File
Samples of assessed assignments for theory courses of different programmes	View File
Any other relevant information	No File Uploaded

2.4.8 - Internship programme is systematically planned with necessary preparedness Describe institution's preparatory efforts at organizing internship programme in not more than 100-200 words with respect to the following: Selection/identification of schools for internship: participative/on request Orientation to school principal/teachers Orientation to students going for internship Defining role of teachers of the institution Streamlining mode/s of assessment of student performance Exposure to variety of school set ups

Internship programme is a systematically planned activity. For preparing the students for lessons, demonstration lessons are organized and lesson planning is taught. Workshops are conducted. Once students are ready, the Grouping of the student teachers is done as per the subject by the faculty coordinator incharge of the practice teaching. Each group has a supervisor who is with the students during the entire practice teaching programme. The students are oriented regarding their conduct in school and the dress code, the necessary lessons to be given, the evaluation criteria, the various practicum work and the rules and regulations of the school.

The college has established rapport with schools over the years and the schools are approached and permission is taken from school principals. This is followed by a meeting of the school principal teachers and supervisor incharge assigned by the principal from the school who takes the charge of guiding the students and arranging the practice teaching for the student teachers. Supervisor is approached for the time table. As per the requirements of the university requirements the activities are planned in the school. School subject teacher is assigned to the students by the supervisor who also gives guidance to the students

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.4.9 - Number of students attached to each school for internship during the academic year

2.4.9.1 - Number of final year students during the academic year

49

File Description	Documents
Data as per Data Template	View File
Plan of teacher engagement in school internship	View File
Any other relevant information	No File Uploaded

2.4.10 - Nature of internee engagement during internship consists of Classroom teaching Mentoring Time-table preparation Student counseling PTA meetings Assessment of student learning – home assignments & tests Organizing academic and cultural events Maintaining documents Administrative responsibilities- experience/exposure Preparation of progress reports

One/Two of the above

File Description	Documents
Data as per Data Template	View File
Sample copies for each of selected activities claimed	View File
School-wise internship reports showing student engagement in activities claimed	No File Uploaded
Wherever the documents are in regional language, provide English translated version	View File
Any other relevant information	No File Uploaded

2.4.11 - Institution adopts effective monitoring mechanisms during internship programme. Describe in not more than 100-200 words, the monitoring mechanisms adopted to ensure optimal impact of internship in schools with specific reference to the role of teacher educators, school principal, school teachers and peers.

Once students are ready for the practice teaching programme , the Grouping of the student teachers is done as per the subject. Each group has a supervisor from the college who is with the students during the entire practice teaching programme. The supervisor monitors the student during the internship and guides them in all the activities . The guidance is provided from time to time. The feedback about the student teacher is given by the supervisor and

the teachers of the school to the college faculty supervisor also. Written as well as oral feedback is given to the students when they implement the lessons during the practice teaching. The students share their experiences and learnings when they are a part of an activity assigned by the supervisor of the school in the entire group and discussion takes place. Peer feedback is also sought and the students are asked to reflect on the activities and their participation and learnings at the end of the day and this is also shared and discussed and the faculty gives their feedback too

File Description	Documents
Documentary evidence in support of the response	View File
Any other relevant information	No File Uploaded

2.4.12 - Performance of students during internship is assessed by the institution in terms of observations of different persons such as Self Peers (fellow interns) Teachers / School* Teachers Principal / School* Principal B. Ed Students / School* Students (* 'Schools' to be read as "TEIs" for PG programmes)

Four of the above

File Description	Documents
Assessment criteria adopted by each of the selected persons (For Bachelor and PG Programmes as applicable)	View File
Two filled in sample observation formats for each of the claimed assessors	View File
Any other relevant information	No File Uploaded

2.4.13 - Comprehensive appraisal of interns' performance is in place. The criteria used for assessment include Effectiveness in class room teaching Competency acquired in evaluation process in schools Involvement in various activities of schools Regularity, initiative and commitment Extent of job readiness

Three of the above

File Description	Documents
Format for criteria and weightages for interns' performance appraisal used	View File
Five filled in formats for each of the aspects claimed	View File
Any other relevant information	No File Uploaded

2.5 - Teacher Profile and Quality

2.5.1 - Number of fulltime teachers against sanctioned posts during the year

8

File Description	Documents
Data as per Data Template	View File
Sanction letters indicating number of posts (including management sanctioned posts) with seal and signature of the principal	View File
English translation of sanction letter, if it is in regional language	View File
Any other relevant information	No File Uploaded

2.5.2 - Number of fulltime teachers with Ph. D. degree during the year

5

File Description	Documents
Data as per Data Template	View File
Certificates of Doctoral Degree (Ph.D) of the faculty	View File
Any other relevant information	No File Uploaded

2.5.3 - Number of teaching experience of full time teachers for the during the year

8

2.5.3.1 - Total number of years of teaching experience of full-time teachers for the academic year

19

File Description	Documents
Copy of the appointment letters of the fulltime teachers	View File
Any other relevant information	No File Uploaded

2.5.4 - Teachers put-forth efforts to keep themselves updated professionally Describe the nature of efforts by teachers to keep themselves updated professionally in not more than 100-200 words 1. In house discussions on current developments and issues in education 2. Share information with colleagues and with other institutions on policies and regulations

Discussions are strategies designed to stimulate thinking, challenge attitudes and beliefs, and develop skills. It is the oral interaction between people during learning in the classroom, that is, between teacher and learners, or learners and learners with the teacher as facilitator. In our college we have general discussion everyday on any topic connected to life. We along with the students do discuss at length various topics related to values, environment sustainability, new happenings in the field of education, socio-cultural issues etc. .The faculty enriches themselves regularly by attending Seminars Webinars and also have enrolled for higher studies in different subjects . Regular discussions during formal and informal (Lunch time) meetings take place and there is sharing of experiences among the faculty. For e.g. There have been discussions on NEP 2020 which is the current topic in education. The entire faculty has discussed the NEP 2020 its positive impact and challenges. The faculty has been sharing information with the colleagues of other institutions when they are invited as chief guests or invitees for the giving special talks in their institution. During the Pandemic the faculty has been invited as resource persons in colleges and thus there has been a lot of interaction and exchange of information and discussions resulting in information sharing .

We have an In house Magazine in which all the professors keep contributing on various topics and ideas, thus enhancing our professional standards on a regular basis.

File Description	Documents
Documentary evidence to support the claim	View File
Any other relevant information	No File Uploaded

2.6 - Evaluation Process

2.6.1 - Continuous Internal Evaluation (CIE) of student learning is in place in the institution Describe details of the Continuous Internal Evaluation in the institution highlighting its major components in not more than 100-200 words

The continuous evaluation of student's achievements is a part of the curriculum of SSCOE. This consists of tutorials, assignments, presentations, essays, examinations, projects etc. The assessment is done through a mentor mentee programme. The principal, faculty and peers are involved in evaluation of performance and feedback. The students are given an opportunity to attempt retest/resubmission under special circumstances. The students are given counselling and support through a faculty advisors group. The evaluation system was revamped completely due to the onset of pandemic. All submissions- assignments, essays and learning materials etc. were submitted in the online platform. Feedback was also provided through online mode.

The continuous Internal Evaluation is done at 4 different levels to retain objectivity - Principal, coordinators, mentor-mentee and peer evaluation. The students are informed about objectives and criteria of each evaluation. The entire process is explained to the students. Students are specially oriented for peer evaluation. The faculty advisors give their comments and evaluations to students after each curricular and co-curricular activity. The coordinator and the principal give their opinion about the performance. The final results of internal evaluations are compiled according to the university guidelines and submitted to the authorities.

File Description	Documents
Relevant documents related to Internal Evaluation System at the institution level with seal and signature of the Principal	View File
Any other relevant information	View File

2.6.2 - Mechanism of internal evaluation is transparent and robust and time bound; Institution adopts the following in internal evaluation Display of internal assessment marks before the term end examination Timely feedback on individual/group performance Provision of improvement opportunities Access to tutorial/remedial support Provision of answering bilingually

Four of the above

File Description	Documents
Copy of university regulation on internal evaluation for teacher education	View File
Annual Institutional plan of action for internal evaluation	View File
Details of provisions for improvement and bi-lingual answering	View File
Documentary evidence for remedial support provided	View File
Any other relevant information	No File Uploaded

2.6.3 - Mechanism for grievance redressal related to examination is operationally effective

The function of the cell is to look into the complaints lodged by any student, and judge its merit. The Grievance cell is also empowered to look into matters of examinations. Anyone with a genuine grievance may approach the examination incharge members in person, or in consultation with the faculty in-charge Students' Grievance Cell. Procedure for grievance redressal. Students have to approach Internal examination In-charge. An application duly stating the grievance is to be submitted to the examination department. Having gone through the application, the examination department will forward it to the Principal. The cognisance of the grievance is taken and resolved.

File Description	Documents
Academic calendar of the Institution with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

2.6.4 - The institution adheres to academic calendar for the conduct of Internal Evaluation Describe the mechanism of adhering to academic calendar for the conduct of Internal Evaluation in the institution in not more than 100-200 words.

Academic calendar has been prepared and adhered to according to the vision, mission and prospective plan of the institution. All activities of the different departments are chalked out as per the discussions in the IQAC. Seminars, workshops and other curricular and cocurricular activities are a part of the academic calendar. The internal as well as university examinations are also reflected from

time to time in the academic calendar. The calendar is prepared well in advance according to the university academic planner by the time table in-charge and principal in consensus with IQAC and department coordinators. The final academic calendar is communicated through a time table to all well in advance.

Constant monitoring is the underlined motto of the college. That transparency is implemented across the activities Naturally the academic calendar is followed in Toto. In fact, we can say that our Academic Calendar is both a mirror of all the activities' done in the college and a testimony to the varied learning experience provided by us to our students in the development of their all-round personality.

2.7 - Student Performance and Learning Outcomes

2.7.1 - The teaching learning process of the institution is aligned with the stated PLOs and CLOs. Describe the way in which institution ensures alignment of stated PLOs and CLOs with the teaching learning process in not more than 100 - 200 words.

Ours is an aided college affiliated to the University of Mumbai. The syllabus is designed by the University. The implementation is done accordingly. The Gandhian philosophy is intertwined. into the syllabus. Course learning Outcomes are already available in the syllabus. The Programme learning outcomes can be supported by the participation of the students in the everyday learning activity. Our students present Seminar, Symposium, papers, Projects and assignments in each course on a regular basis. There is proper ICT integration in the teaching learning process. Various camps, visits, inhouse/ outhouse workshops, expert talks, community engagement activities, MOOC courses, Experiential learning activities etc are organised to achieve program learning outcomes and course learning outcomes.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

2.7.2 - Pass percentage of Students during the year

File Description	Documents
Data as per Data Template	View File
Result sheet for each year received from the Affiliating University	View File
Certified report from the Head of the Institution indicating pass percentage of students program-wise	View File
Any other relevant information	No File Uploaded

2.7.3 - The progressive performance of students and attainment of professional and personal attributes in line with the PLOs and CLOs is monitored and used for further improvements

The progressive Performance of the students is monitored and a suggestion for modification and improvement is given throughout the year. It is known to us that all improvement cannot be done in One day, so progressive improvement is the only way. "ONE STEP AT A TIME" is what we follow, we give ample time for the students to become confident and blossom. We also ensure that individual differences are taken care of and each one is guided and moulded as per the potential and the ability.

For professional development the Course design is such that they are exposed to the intricacies of the teaching profession as they grow and assimilate in the Course.

File Description	Documents
Documentary evidence showing the performance of students on various internal assessment tasks and the LOs achieved	View File
Any other relevant information	No File Uploaded

2.7.4 - Performance of outgoing students in internal assessment

2.7.4.1 - Number of students achieving on an average 70% or more in internal assessment activities during the year

38

File Description	Documents
Number of students achieving on an average 70% or more in internal assessment activities during t	View File
Record of student-wise / programme-wise / semester-wise internal assessment of students during the year	View File
Any other relevant information	No File Uploaded

2.7.5 - Performance of students on various assessment tasks reflects how far their initially identified learning needs are catered to. Describe with examples the extent to which the assessment task and the performance of students reflect their initially identified learning needs in not more than 100 -200 words.

Any teaching learning Institute would always aim to ensure that the entry level ability graph of the learners are moving upward by each passing day. Each encounter, each experience that is provided to the learners leaves an indelible mark on the learner. The learners come out more confident and professionally through till the time they remain in the institute.

Practice lessons: Initially the student teachers give the practice teaching lessons in school as novices and they falter and try to manage the class somehow, communicating as per their natural communication. After the lesson they are asked to reflect on the lessons so as to understand the strengths and the weaknesses during teaching . There is peer feedback as well as the supervisor faculty feedback and this helps the student teacher to progress and perform better and better in their practice teaching and also use the innovative methods in class . At the end we see that the student has improved and the evaluation graph definitely shows progress

Co Curricular activities: The students have a lot of anxiety and are shy and not confident when they enter college . They do not take any initiative to participate in the activities but through constant motivation and requirement of 100 percent participation they begin to participate in all programmes and then by the end of the course they become confident and seasoned in all activities.

File Description	Documents
Documentary evidence in respect to claim	View File
Any other relevant information	No File Uploaded

2.8 - Student Satisfaction Survey

2.8.1 - Online student satisfaction survey regarding teaching learning process

<https://www.gandhishikshan.com/wp-content/uploads/2022/03/Student-Satisfaction-Survey-for-2019-2020.pdf>

RESEARCH AND OUTREACH ACTIVITIES

3.1 - Resource Mobilization for Research

3.1.1 - Number of research projects funded by government and/ or non-government agencies during the year

0

File Description	Documents
Data as per Data Template	View File
Sanction letter from the funding agency	No File Uploaded
Any other relevant information	No File Uploaded

3.1.2 - Number of grants received for research projects from government and / or non-government agencies during the year (INR in Lakhs)

0

File Description	Documents
Sanction letter from the funding agency	No File Uploaded
Income Expenditure statements highlighting the research grants received certified by the auditor	No File Uploaded
Any other relevant information	No File Uploaded

3.1.3 - In-house support is provided by the institution to teachers for research purposes during the year in the form of Seed money for doctoral studies / research projects Granting study leave for research field work

Two of the above

Undertaking appraisals of institutional functioning and documentation Facilitating research by providing organizational supports Organizing research circle / internal seminar / interactive session on research

File Description	Documents
Data as per Data Template	View File
Institutional Policy document detailing scheme of incentives	No File Uploaded
Sanction letters of award of incentives	No File Uploaded
Income Expenditure statements highlighting the relevant expenditure with seal and signature of the Principal	No File Uploaded
Documentary evidence for each of the claims	View File
Any other relevant information	No File Uploaded

3.1.4 - Institution has created an eco-system for innovation and other initiatives for creation and transfer of knowledge that include Participative efforts (brain storming, think tank etc.) to identify possible and needed innovations Encouragement to novel ideas Official approval and support for innovative try-outs Material and procedural supports

Two of the above

File Description	Documents
Documentary evidences in support of the claims	View File
Details of reports highlighting the claims made by the institution	View File
Reports of innovations tried out and ideas incubated	No File Uploaded
Copyrights or patents filed	No File Uploaded
Any other relevant information	No File Uploaded

3.2 - Research Publications

3.2.1 - Number of research papers / articles per teacher published in Journals notified on UGC website during the year

7

File Description	Documents
Data as per Data Template	View File
First page of the article/journals with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the journals in which articles are published	View File
Any other relevant information	No File Uploaded

3.2.2 - Number of books and / or chapters in edited books published and papers in National / International conference-proceedings per teacher during the year

38

File Description	Documents
Data as per Data Template	View File
• First page of the published book/chapter with seal and signature of the Principal	View File
E-copies of outer jacket/contents page of the books, chapters and papers published along with ISBN number in national / international conference-proceedings per teacher	View File
Any other relevant information	No File Uploaded

3.3 - Outreach Activities**3.3.1 - Number of outreach activities organized by the institution during the year****3.3.1.1 - Total number of outreach activities organized by the institution during the year**

6

File Description	Documents
Data as per Data Template	View File
Report of each outreach activity organized along with video/ photographs with seal and signature of the Principal	View File
Any other relevant information	View File

3.3.2 - Number of students participating in outreach activities organized by the institution during the year

3.3.2.1 - Number of students participating in outreach activities organized by the institution during the year

49

File Description	Documents
Event-wise newspaper clippings / videos / photographs with captions and dates	View File
Report of each outreach activity with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

3.3.3 - Number of student participation in national priority programmes such as Swachh Bharat, AIDs awareness, Gender sensitivity, Yoga, Digital India, National Water Mission during the year

101

3.3.3.1 - Number of students participated in activities as part of national priority programmes during the year

101

File Description	Documents
Data as per Data Template	View File
Documentary evidence in support of the claim along with photographs with caption and date	View File
Any other relevant information	View File

3.3.4 - Outreach activities in the community in terms of influencing and sensitizing students to social issues and contribute to community development Describe the way in which outreach activities conducted sensitized students to social issues and community development in not more than 100-200 words.

OUTREACH PROGRAMMES

A number of outreach programmes are organized at Gandhi Shikshan bhavan;'s smt. Surajba college of education. The outreach programmes help the student teachers, the fraternity to be one with the society, to interact with them and to become aware of the needs of the society.

Community Work: Is a part of the philosophy and has been doing from inception. Students go every Saturday to various centers such as SHED, ASEEMA, ASHA KIRAN and also to Nonprofit organization.

The activities conducted here is to provided remedial teaching to the student of Municipal school, to create an awareness of soft and like skills. Beach cleaning, campus cleaning, and other outreach programmes helps to develop in our student teacher the importance of being a part of the society.

File Description	Documents
Relevant documentary evidence for the claim	View File
Report of each outreach activity signed by the Principal	View File
Any other relevant information	No File Uploaded

3.3.5 - Number of awards and honours received for outreach activities from government / recognized agency during the year

1

File Description	Documents
Data as per Data Template	View File
Appropriate certificates from the awarding agency	View File
Any other relevant information	View File

3.4 - Collaboration and Linkages

3.4.1 - Number of linkages for Faculty exchange, Student exchange, research etc. during the

year	
0	
3.4.1.1 - Number of linkages for faculty exchange, student exchange, research etc. during the year	
0	
File Description	Documents
Data as per Data Template	View File
List of teachers/students benefited by linkage – exchange and research	No File Uploaded
Report of each linkage along with videos/photographs	No File Uploaded
Any other relevant information	No File Uploaded
3.4.2 - Functional MoUs with institutions of National and / or International importance, other universities, industries, corporate houses etc. during the academic year	
7	
File Description	Documents
Data as per Data Template	View File
Copies of the MoU's with institution / industry/ corporate houses	View File
Any other relevant information	View File
3.4.3 - Institution has linkages with schools and other educational agencies for both academic and outreach activities and jointly organizes Local community based activities Practice teaching /internship in schools Organizes events of mutual interest- literary, cultural and open discussions on pertinent themes to school education Discern ways to strengthen school based practice through joint discussions and planning Join hands with schools in identifying areas for innovative practice Rehabilitation Clinics Linkages with general colleges	Five/Six of the above

File Description	Documents
Data as per Data Template	View File
Report of each activities with seal and signature of the Principal	View File
Any other relevant information	View File

INFRASTRUCTURE AND LEARNING RESOURCES

4.1 - Physical Facilities

4.1.1 - The institution has adequate facilities for Teaching- Learning. viz., classrooms, laboratories, sports field, fitness center, equipment, computing facilities, sports complex, etc. for the various programme offered Describe the adequacy of facilities for Teaching –Learning as per the minimum specified requirement by statutory bodies in not more than 100 - 200 words

The institute has Land, Building and Infrastructure facilities as per NCTE norms. Institute has taken initiative to equip Class Room and Seminar Hall with WIFI, Sound System, Public Address System, LCD facility. The Library is well equipped and computerised with SOUL Software , Barcode Printer. Xerox machine.

The College has 2 Laboratories. WIFI is provided to every room in the college premises. College has 37 Computers - Laptops

File Description	Documents
List of physical facilities available for teaching learning	View File
Geo-tagged photographs	View File
Any other relevant information	View File

4.1.2 - Number of classrooms and seminar hall(s) with ICT- enabled facilities such as smart classroom, LMS, video and sound systems etc. during the year.

4.1.2.1 - Number of classrooms and seminar hall(s) with ICT facilities

6

File Description	Documents
Data as per Data Template	View File
Geo-tagged photographs	View File
Link to relevant page on the Institutional website	https://www.gandhishikshan.com/wp-content/uploads/2022/07/4.1.1.-Physical-facilities-photographs.pdf
Any other relevant information	No File Uploaded

4.1.3 - Expenditure for infrastructure augmentation excluding salary during the year (INR in lakhs)

0.98

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on infrastructure augmentation with seal and signature of CA and the Principal	View File
Any other relevant information	No File Uploaded

4.2 - Library as a Learning Resource

4.2.1 - Institution has adopted automation of library using Integrated Library Management System (ILMS) or any other software Describe the features of Library Automation in not more than 100 – 200 words.

Library has installed SOUL Software designed and developed by the INFLIBNET center based on requirements of college and university libraries. Library has upgraded version of Soul 3.0.

This software consists of the following modules. Library uses following modules as per requirement

1.

2. Catalogue module - Data entry, Cataloguing, Master database of publishers , Generation of reports

3. Circulation - Membership, Transaction, Interlibrary loan, Book

Bank facility, Member login, Generation of reports

1.

5. Serial control-subscriptions, article indexing

Library has purchased special Bar Scanner with Library Books, Library Card generation is done.

File Description	Documents
Bill for augmentation of library signed by the Principal	View File
Web-link to library facilities, if available	https://www.gandhishikshan.com/wp-content/uploads/2022/07/4.2.1.-Library-facilities.pdf
Any other relevant information	View File

4.2.2 - Institution has remote access to library resources which students and teachers use frequently Give details of Gateway for remote access to library resources used by teachers and students in not more than 100 - 200 words

NIL

File Description	Documents
Landing page of the remote access webpage	No File Uploaded
Details of users and details of visits/downloads	No File Uploaded
Any other relevant information	No File Uploaded

4.2.3 - Institution has subscription for e-resources and has membership / registration for the following e-journals e-Shodh Sindhu Shodhganga e-books Databases

All of the above

File Description	Documents
Data as per Data template	View File
Receipts of subscription /membership to e-resources	View File
E-copy of the letter of subscription /member ship in the name of institution	View File
Any other relevant information	No File Uploaded

4.2.4 - Annual expenditure for purchase of books, journals, and e-resources during the year (INR in Lakhs)

0.43

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the expenditure on purchase of books, journals, e-resources with seal and signature of both the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.2.5 - Per day usage of library by teachers and students during the academic year

4.2.5.1 - Number of teachers and students using library for Month one (not less than 20 working days) during the academic year

27

File Description	Documents
Document showing the number of teachers and students using library / e-library per working day/ logins in remote access for 10 days each for five months during the academic year with seal and signature of both the librarian and principal	View File
Link to certified copies of the ledger pages/screenshots of the data for 5 days each for 5 working months selected by the institution	https://drive.google.com/drive/folders/1VikI3U5tOaDPnBOngh0PXSxETFvnNnE1?usp=sharing
Any other relevant information	No File Uploaded

4.2.6 - Efforts are made to make available National Policies and other documents on education in the library suitable to the three streams of teacher education –general teacher education, special education and physical education by the following ways Relevant educational documents are obtained on a regular basis Documents are made available from other libraries on loan Documents are obtained as and when teachers recommend Documents are obtained as gifts to College

Two of the above

File Description	Documents
Data as per Data Template	View File
Any other relevant information	View File

4.3 - ICT Infrastructure

4.3.1 - Institution updates its ICT facilities including Wi-Fi Describe ICT facilities including Wi-Fi with date and nature of updation in not more than 100 - 200 words

College has different digital technological facilities .There are 5 classrooms which are capacity of 50. 50. 35, 10, 10 respectively. All rooms are equipped with INTERNET, WIFI facility, Sound System, Public Address System, LCD facility.

College Compute Rooms has 15 Computers installed.

Seminar Hall has capacity of 150. An Electrical equipment is properly maintained for the smooth conduct of the programme

College Library has 4 Computers and 2 Printers, Bar Scanner, Scanner, Xerox machine. Library uses SOUL 3.0. for library functions. Library has WIFI facility

College administrative office also has Computers, Printers, Scanners with Internet facility.

College Website is developed on word press.

Google Suite is purchased for the online seminars.

Internet connectivity through Star Cable net with Wi Fi enability (9300 mbps speed)

Different educational sites are shown to the students with the help of digital devices. Most office work is done with help of IT.

All computers have anti-virus.

CCTV is installed

File Description	Documents
Document related to date of implementation and updation, receipt for updating the Wi-Fi	View File
Any other relevant information	No File Uploaded

4.3.2 - Student – Computer ratio during the academic year

1:4

File Description	Documents
Data as per data template	View File
Purchase receipts and relevant pages of the Stock Register with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

4.3.3 - Available bandwidth of internet

D. 50 MBPS - 250MBPS

connection in the Institution (Leased line) Opt any one:	
4.3.4 - Facilities for e-content development are available in the institution such as Facilities for e-content development are available in the institution such as Studio / Live studio Content distribution system Lecture Capturing System (LCS) Teleprompter Editing and graphic unit	One of the above

File Description	Documents
Data as per Data Template	View File
Link to videos of the e-content development facilities	https://drive.google.com/drive/folders/1K1lu_pmilJrYRvnev6RR5E08bKEDDIV9a?usp=sharing
List the equipment purchased for claimed facilities along with the relevant bills	No File Uploaded
Link to the e-content developed by the faculty of the institution	https://drive.google.com/drive/folders/1_AQR_u3xY4lsQxmNeOx7Ompg5Qaq9olkF?usp=sharing
Any other relevant information	View File

4.4 - Maintenance of Campus and Infrastructure

4.4.1 - Expenditure incurred exclusively on maintenance of physical and academic support facilities during the year (INR in Lakhs)

6.07

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting relevant items with seal and signature of the Principal and Chartered Accountant	View File
Any other relevant information	No File Uploaded

4.4.2 - Systems and procedures for maintaining and utilizing physical, academic and support facilities - laboratory, library, sports complex, computers, classrooms etc. are in place Describe policy details of systems and procedures for maintaining and utilizing physical, academic and support facilities in not more than 100 - 200 words

Following systems are in place for smooth functioning and maintenance of facilities.

1. Purchase Committee reviews the need and plans purchasing for any instrument, equipment or furniture.
2. Library Advisory Committee guides and helps the Librarian to frame library rules and regulations for proper functioning and service improvement.
3. Library is automated with SOUL software is regularly updated.
4. Pest control for the College Building and Library is done regularly.
5. CCTV Cameras are installed in the College Building and Library as one of the safety measure.
6. AMC for Water Purifier, AC, Computers is paid annually to concerned external agencies.
7. Maintenance for Electrical work, Carpentering work, plumbing work, Printers, CCTV, Projectors, Barcoding and biometric system is opted through on call facility.
8. Regular updating of Anti-virus software ensures the safety of all computers from data theft and virus attacks.
9. Regular cleaning is done by sweeper.
10. Free Fire solution is installed 4 places in the premises
11. Tally used for accounting purpose and to keep financial transactions including purchase and infrastructure.
12. Class Rooms are equipped with necessary ICT tools which are utilized as per the time table.

File Description	Documents
Appropriate link(s) on the institutional website	https://www.gandhishikshan.com/wp-content/uploads/2022/07/4.4.2.-Policy-and-procedures2016-17-to-2020-21.pdf
Any other relevant information	No File Uploaded

STUDENT SUPPORT AND PROGRESSION													
5.1 - Student Support													
5.1.1 - A range of capability building and skill enhancement initiatives are undertaken by the institution such as Career and Personal Counseling Skill enhancement in academic, technical and organizational aspects Communicating with persons of different disabilities: Braille, Sign language and Speech training Capability to develop a seminar paper and a research paper; understand/appreciate the difference between the two E-content development Online assessment of learning	Five fo the above												
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Data as per Data Template</td> <td>View File</td> </tr> <tr> <td>Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal</td> <td>View File</td> </tr> <tr> <td>Sample feedback sheets from the students participating in each of the initiative</td> <td>View File</td> </tr> <tr> <td>Photographs with date and caption for each initiative</td> <td>View File</td> </tr> <tr> <td>Any other relevant information</td> <td>No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Data as per Data Template	View File	Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File	Sample feedback sheets from the students participating in each of the initiative	View File	Photographs with date and caption for each initiative	View File	Any other relevant information	No File Uploaded	
File Description	Documents												
Data as per Data Template	View File												
Report on each capability building and skill enhancement initiative adopted with seal and signature of the Principal	View File												
Sample feedback sheets from the students participating in each of the initiative	View File												
Photographs with date and caption for each initiative	View File												
Any other relevant information	No File Uploaded												
5.1.2 - Available student support facilities in institution are Vehicle Parking Common rooms separately for boys and girls Recreational facility First aid and medical aid Transport Book bank Safe drinking water Hostel Canteen Toilets for girls Indicate the one/s applicable	Seven/Eight of the above												
<table border="1"> <thead> <tr> <th>File Description</th> <th>Documents</th> </tr> </thead> <tbody> <tr> <td>Geo-tagged photographs</td> <td>View File</td> </tr> <tr> <td>Any other relevant information</td> <td>No File Uploaded</td> </tr> </tbody> </table>	File Description	Documents	Geo-tagged photographs	View File	Any other relevant information	No File Uploaded							
File Description	Documents												
Geo-tagged photographs	View File												
Any other relevant information	No File Uploaded												
5.1.3 - The Institution has a transparent mechanism for timely redressal of student	A. All of the above												

grievances including sexual harassment and ragging cases Implementation of guidelines of statutory/regulatory bodies Organization wide awareness and undertakings on policies with zero tolerance Mechanisms for submission of online/offline students' grievances Timely redressal of the grievances through appropriate committees

File Description	Documents
Data as per Data Template for the applicable options	View File
Institutional guidelines for students' grievance redressal	View File
Composition of the student grievance redressal committee including sexual harassment and ragging	View File
Samples of grievance submitted offline	No File Uploaded
Any other relevant information	No File Uploaded

5.1.4 - Institution provides additional support to needy students in several ways such as Monetary help from external sources such as banks Outside accommodation on reasonable rent on shared or individual basis Dean student welfare is appointed and takes care of student welfare Placement Officer is appointed and takes care of the Placement Cell Concession in tuition fees/hostel fees Group insurance (Health/Accident)

Two of the above

File Description	Documents
Data as per Data template	View File
Income Expenditure statement highlighting the relevant expenditure towards student concession along with approval / sanction letter	No File Uploaded
Report of the Placement Cell	View File
Any other relevant information	No File Uploaded

5.2 - Student Progression**5.2.1 - Number of students of the institution placed as teachers/teacher educators during the year**

Number of students placed as teachers/teacher educators	Total number of graduating students
40	51

File Description	Documents
Data as per Data Template	View File
Reports of Placement Cell for during the year	View File
Appointment letters of 10 percent graduates for each year	View File
Any other relevant information	View File

5.2.2 - Number of student progression to higher education during the academic year**5.2.2.1 - Number of outgoing students progressing from Bachelor to PG (A1).****7**

File Description	Documents
Data as per Data Template	View File
Details of graduating students and their progression to higher education with seal and signature of the principal	No File Uploaded
Documentary evidence in support of the claim	View File
Any other relevant information	View File

5.2.3 - Number of students qualifying state/national level examinations during the year (eg: NET/SLET/ TET/ CTET)**0**

File Description	Documents
Data as per Data Template	View File
Copy of certificates for qualifying in the state/national examination	No File Uploaded
Any other relevant information	View File

5.3 - Student Participation and Activities

5.3.1 - Student council is active and plays a proactive role in the institutional functioning Describe the ways in which student council plays a proactive role in the institutional functioning and contribute for students welfare in not more than 100 - 200 words

The institute every year elects student council members democratically by students of current batch. The institute ensures student representation in various committees and bodies like:

- **Placement Committee:** Placement committee is elected to serve with placement team

of the institute wherein committee members play an active role by coordinating with

industry professionals, candidates and by managing campus placement processes.

- **Magazine Committee:** The committee members are responsible for monthly news

letters of the institute and annual cultural magazine of the institute. The Magazine

secretary heads the committee.

- **Grievance Committee:** Elected members from the students in Grievance committee

ensures transparency in decision making.

- **Anti -Ragging Committee:** Students representation in Anti -Ragging Committee

ensures transparency in decision making.

- **Cultural Committee:** The student council play an active role in organizing various National, Seasonal and Cultural festivals and events of the college
- **Sports Committee:** The sports committee organizes various sports events

Daily Discipline : Students manage the day to day work related to security, hygiene,

discipline etc.

The above activities enhance their communication skills, management skills, leadership

skills, team-work, time-management, resource management skills and builds confidence in

each student.

File Description	Documents
Copy of constitution of student council signed by the Principal	No File Uploaded
List of students represented on different bodies of the Institution signed by the Principal	View File
Documentary evidence for alumni role in institution functioning and for student welfare	View File
Any other relevant information	No File Uploaded

5.3.2 - Number of sports and cultural events organized at the institution during the year

51

File Description	Documents
Data as per Data Template	View File
Reports of the events along with the photographs with captions and dates	View File
Copy of circular / brochure indicating such kind of events	No File Uploaded
Any other relevant information	No File Uploaded

5.4 - Alumni Engagement

5.4.1 - Alumni Association/Chapter (registered / non-registered but functional) contributes significantly for the development of the institution Describe the role of alumni association in the development of institution in not more than 100 - 200 words highlighting two significant contributions in any functional aspects

The Alumni association is registered. The alumni had meetings online due to the pandemic. The programmes were planned by alumni regarding setting up of the mathematics laboratory for the students. Since the alumni association just got registered, the planning for activities was done such as collection of online data of Alumni Students. Handling data on Social Media Plan for fund raising. Guest Lectures by Alumni who are the principals of School. Due to pandemic the plans were not executed effectively.

File Description	Documents
Details of office bearers and members of alumni association	View File
Certificate of registration of Alumni Association, if registered	View File
Any other relevant information	No File Uploaded

5.4.2 - Alumni has an active role in the regular institutional functioning such as Motivating the freshly enrolled students Involvement in the in-house curriculum development Organization of various activities other than class room activities Support to curriculum delivery Student mentoring Financial contribution Placement advice and support

Three/Four of the above

File Description	Documents
Documentary evidence for the selected claim	View File
Income Expenditure statement highlighting the alumni contribution	No File Uploaded
Report of alumni participation in institutional functioning for the academic year	View File
Any other relevant information.	No File Uploaded

5.4.3 - Number of meetings of Alumni Association held during the year

4

File Description	Documents
Data as per Data Template	View File
Agenda and minutes of the meeting of Alumni Association with seal and signature of the Principal and the Secretary of the Association	View File
Any other relevant information	No File Uploaded

5.4.4 - Alumni Association acts as an effective support system to the institution in motivating students as well as recognizing, nurturing and furthering any special talent/s in them. Describe the mechanism through which Alumni Association acts as an effective support system to the institution in motivating, nurturing special talent in not more than 100 - 200 words

There is an alumni association which has regular meetings. Alumni are principals in schools and they send information to the college when there are vacancies in their schools. They offer the school for the internship programmer and guide them when they are in school. Alumni "Rekha Pandey" has conducted lectures for the student teachers and motivated them, Alumni Rakesh Mistry who has expertise in Geogebra conducted workshop for the student teachers in mathematics pedagogy.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

GOVERNANCE, LEADERSHIP AND MANAGEMENT

6.1 - Institutional Vision and Leadership

6.1.1 - The governance of the institution is reflective of an effective leadership and participatory mechanism in tune with the vision and mission Describe the vision and mission statement of the institution on the nature of governance, perspective plans and participation of the teachers, students and non-teaching staffs in its decision making bodies of the institution in not more than 100 - 200 words.

Vision of the Institution

Provide quality education for empowerment and enlightenment through Gandhian philosophy to prepare socially committed teachers

Mission of the institution Nurturance and dissemination of Gandhian values to develop innovative, involved and dynamic teachers for the welfare of society

During the year 2020-2021 due to the onset of pandemic most of these efforts were done through online platforms zoom, G suits along with face to face mode.

Decentralisation: - The academic and administrative work responsibilities have been allotted to the faculty for smooth and efficient management of SSCOE activities. The administrative portfolios like CAP - admissions, attendance, IQAC, NAAC, CDC, student's council, website management, library and resource updation, grievances, discipline, maintenance of herbal garden and composting etc. have been allotted to the faculty well in advance. The distribution of the academic portfolios such as subjects to be taught, co-curricular activities, extension and outreach activities, research, library work, internal examinations, university examinations, webinars, lecture series, VENTEL activities, SAP activities, workshops, etc. have been allotted to the faculty well in advance.

File Description	Documents
Vision and Mission statements of the institution	View File
List of teachers, students and non-teaching staff on decision making bodies of the institution with seal and signature of the Principal	View File
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

6.1.2 - Institution practices decentralization and participative management Describe the process of decentralization and participative management practiced in the institution in not more than 100 - 200 words

The institution practices decentralization and participative management

The Institution always believe in the practices of decentralisation and participative management. Practice of Decentralisation is having own impact in the management. It reflects the policy decision making, planning and administration, and office management. Management and Administration is responsible for quality initiative to train future teachers. The Institution enhances the quality at various levels - Management, College Development Committee, Principal, IQAC Committee, Various Committees, Academic Staff Welfare, Administrative and Non-Teaching Staff, all the stakeholders involve in the decentralisation and participative management all are working together for efficient functioning of the Institution.

Every faculty member is involved in the various academic and administrative or other statutory and non-statutory committee. Internal Quality Assurance Cell monitors the academic and administrative activities.

Outcome: The Management of the Institution conducts the regular meets and discuss the issue and challenges with developmental aspect of the institute. Thus, Management of the Institution encourages the teachers, students and non -teaching staff, alumni and co-ordinators to share their ideas, opinions and suggestions through the proper channel. The input received from various committees and feedback analysis are considered for the future decision making.

File Description	Documents
Relevant documents to indicate decentralization and participative management	View File
Any other relevant information	No File Uploaded

6.1.3 - The institution maintains transparency in its financial, academic, administrative and other functions Describe the efforts of the institution towards maintenance of transparency in its financial, academic, administrative and other functions in not more than 100 - 200 words.

The college constituted different committees for smooth academic function i.e. IQAC, Academic Audit Committee, Admission Committee, Examination Committee and Time-Table Committee. The main responsibility of these committees is to ensure transparency in academic functions in addition to the heads of the Faculty and Departments.

1. In the office, we have computerized financial account automation software system which has been activated to ensure transparency in financial functions.
2. We conducted internal audit by a chartered accountant every year in June and submitted to the Joint Director Office.
3. External audit is also conducted periodically by the office of the Joint Director, Government of Maharashtra.

4. Admission process is completely transparent As ours is a Grant in Aid college all 50 students are allotted by the MHCET of the state of Maharashtra. The admission process is centralized admission (CAP) by the MHCET of the state of Maharashtra. The CAP process is online and digitalized both at the state level and college level.

File Description	Documents
Reports indicating the efforts made by the institution towards maintenance of transparency	View File
Any other relevant information	View File

6.2 - Strategy Development and Deployment

6.2.1 - The institutional Strategic plan is effectively deployed Describe one activity successfully implemented based on the strategic plan with details of deployment strategy, during the year in not more than 100 - 200 words

For the "all round development." of the student teachers various co-curricular and curricular activities were organised. Due to exposure

to the New Normal the curriculum changed exponentially to the digital world. All activities right from transaction to evaluation began to evolve digitally. One such programme - online Varsha Mangal celebration was organized and various activities were planned and for the successful implementation strategic planning was done. Students and entire faculty were involved in the activity not only for preparation, entertainment, social bonding and enjoyment but also to enhance various competencies to gain and improve skills so as to understand the philosophy of Rabindranath Tagore and Gandhian philosophy as well as to appreciate natural environment. The student teachers presented Rabindranath Tagore's literature as well as literature on Varsha Ritu through dances, poetry recitations, singing songs, dramatisations, PPT presentation.

File Description	Documents
Link to the page leading to Strategic Plan and deployment documents	https://drive.google.com/drive/folders/1Tl8u65-LtpHJcS338AYnunH3CvJ3yEOv?usp=sharing
Documentary evidence in support of the claim	No File Uploaded
Any other relevant information	No File Uploaded

6.2.2 - The functioning of the institutional bodies is effective and efficient as visible from policies, administrative setup, appointment and service rules, procedures, etc. Describe the functioning of the institutional bodies in not more than 100 - 200 words.

The functioning of the institutional bodies is as per the rules and regulations of the University of Mumbai, Maharashtra state govt. , NCTE and UGC. The rules and regulations are followed .The appointments , procedures and service rules are all as prescribed by the Government . The administrative set up is as per government statutes. Any major decisions are taken in consultation with all stakeholders such as managing body members , staff ,students etc. There are various cells such as CDC, IQAC and other committees consisting of representatives of all stakeholders. Any stakeholder can propose a policy decision which is then discussed with the management, and as per the feasibility the decisions are taken and then disseminated to the stakeholders

File Description	Documents
Link to organogram on the institutional website	https://www.gandhishikshan.com/wp-content/AOAR/Related_Documents/Organogram.pdf
Documentary evidence in support of the claim	View File
Any other relevant information	View File

6.2.3 - Implementation of e-governance are in the following areas of operation Planning and Development Administration Finance and Accounts Student Admission and Support Examination System Biometric / digital attendance for staff Biometric / digital attendance for students

All of the above

File Description	Documents
Data as per Data Template	View File
Screen shots of user interfaces of each module	View File
Annual e-governance report	View File
Geo-tagged photographs	View File
Any other relevant information	No File Uploaded

6.2.4 - Effectiveness of various bodies / cells / committees is evident through minutes of meetings and implementation of their resolutions / decisions Describe one decision based on the minutes of the meetings of various Bodies / Cells / Committees which is successfully implemented in not more than 100 - 200 words.

Universal Human value cell was set up in the college for which programmes were to be organized .In the meeting , Prof. Vibhuti Patel Trustee, ICBE has suggested 3 names, Prof. Gopalan, Prof Padayachen and Prof. Roxanne for the Workshop to be organized during Gandhi Jayanti Week. Accordingly the speakers were invited and the programme was conducted.

ACTION TAKEN:

Taking the suggestion from Dr. Vibhuti Patel, Sabiha More, UHV CELL INCHARGE planned a week long Gandhian Workshop for the Enhancement of Gandhian Values. She invited Prof. Gopalan from Mauritius and Ms.

Kanya Padmache, from South Africa for the Workshop as per the suggestions given by Prof. Vibhuti Patel. The workshop was conducted and the students gained a lot from the same.

File Description	Documents
Minutes of the meeting with seal and signature of the Principal	View File
Action taken report with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.3 - Faculty Empowerment Strategies

6.3.1 - Effective implementation of welfare measures for teaching and non-teaching staff is in place
Describe the existing welfare measurements for teaching and non-teaching staff and their implementation in not more than 100 - 200 words

NIL

File Description	Documents
List of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
List of beneficiaries of welfare measures provided by the institution with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.3.2 - Number of teachers provided with financial support to attend seminars / conferences / workshops and towards membership fees of professional bodies during the year

0

File Description	Documents
Data as per Data Template	View File
Institutional Policy document on providing financial support to teachers	No File Uploaded
E-copy of letter/s indicating financial assistance to teachers	No File Uploaded
Certificate of participation for the claim	No File Uploaded
Certificate of membership	No File Uploaded
Income Expenditure statement highlighting the financial support to teachers	No File Uploaded
Any other relevant information	No File Uploaded

6.3.3 - Number of professional development /administrative training programmes organized by the institution for teaching and non-teaching staff during the year.

2

File Description	Documents
Data as per Data Template	View File
Brochures / Reports along with Photographs with date and caption	No File Uploaded
List of participants of each programme	View File
Any other relevant information	View File

6.3.4 - Number of teachers undergoing online / face to face Faculty Development Programmes (FDPs) viz., Orientation Programme and Refresher Course of the ASC / HRDC, Short Term Course and any other similar programmes

9

File Description	Documents
Data as per Data Template	View File
Copy of Course completion certificates	View File
Any other relevant information	No File Uploaded

6.3.5 - The institution has a performance appraisal system for teaching and non-teaching staff Describe the process of performance appraisal system for teaching and non-teaching staff in not more than 100 - 200 words.

There are various portfolios given to the faculty and staff . After completion of the activity the performance appraisal is done by the principal and feedback is given. After a particular activity the success and suggestions for further improvements are discussed with the coordinators. As ours is the govt. aided college the teaching and non teaching staff writes the performance appraisal reports as per government formats and submits them to the principal who goes through the same and then the evaluation is done and the appraisal remarks are written and then the report is placed as separate records

File Description	Documents
Proforma used for performance appraisal for teaching and non-teaching staff with seal and signature of the Principal	View File
Performance Appraisal Report of any three teaching and three non-teaching staff with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.4 - Financial Management and Resource Mobilization

6.4.1 - Institution conducts internal or /and external financial audit regularly Describe the process of internal and external financial audits along with the mechanism for settling audit objections, if any, during the year in not more than 100 - 200 words

Our institution Gandhi Shikshan Bhavan's Smt. Surajba College of Education is run and managed by Indian Council of Basic Education. Our Management every year appoints professionally certified CA firms for external audit purposes and the rigorous external audit is conducted regularly twice in a year. Various required reports are generated including audited statements of accounts which are

verified by the appointed Auditors and discussed thoroughly with the Head of the institution. The verified Audited reports such as Income and Expenditure, Balance sheet alongwith required schedules are submitted every year to the Charity Commissioner's office by the respective audit firm to complete the process.

File Description	Documents
Report of Auditors of during the year signed by the Principal.	No File Uploaded
List of audit objections and their compliance with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.4.2 - Funds / Donations received from non-government bodies, individuals, philanthropists averaged over the year (not covered in Criterion III)(INR in Lakhs)

0

File Description	Documents
Data as per Data Template	View File
Income Expenditure statements highlighting the relevant items with seal and signature of both the Chartered Accountant / Principal	No File Uploaded
Copy of letter from the NGO / Individual / Philanthropists stating the Fund / Donation given	No File Uploaded
Any other relevant information	No File Uploaded

6.4.3 - Institutional strategies for mobilization of funds and the optimal utilization of resources are in place. Describe the procedure of mobilization of funds and its optimal utilization in not more than 100 - 200 words.

NIL

File Description	Documents
Documentary evidence regarding mobilization and utilization of funds with seal and signature of the Principal	No File Uploaded
Any other relevant information	No File Uploaded

6.5 - Internal Quality Assurance System

6.5.1 - Internal Quality Assurance Cell (IQAC) or any other mechanism has contributed significantly for institutionalizing the quality assurance strategies Describe the process adopted by the institution for quality assurance through IQAC or any other mechanism in not more than 100 - 200 words

The institution has various cells and committees along with IQAC cell and CDC cell to ensure quality enhancement and quality assurance. Though it was challenging to coordinate activities in New normal due to pandemic, all cells and committees along with IQAC put in lots of efforts to ensure quality enhancement and quality assurance. The institution tried to facilitate learner centric environment through online platforms such as G-Suite, Edmodo, Zoom. All of the online curricular and cocurricular activities were documented in the form of recordings, photographs, reports etc. There was organisation of webinars, lecture series workshops, expert talks on topics of values, quality in education sector, mental wellbeing. Environmental sustainability related themes. All these programmes were organised in collaborations with various government organisations, inter /intra university departments, educational institutions, Non- govt, Organisations etc. The progress of the work was presented in staff meetings /IQAC meetings and CDC meetings so as to seek feedback and guidance from various stake holders. Various mandatory audits were conducted as per the prescribed guidelines. The IQAC cell was actively involved in preparation and submission of the AQAR as per the guidelines and parameters of NAAC. All the data base is maintained in MIS system, G-Suit drives as well as on website.

File Description	Documents
List of activities responsible for ensuring quality culture in the Institution with seal and signature of the principal	View File
Any other relevant information	No File Uploaded

6.5.2 - The institution reviews its teaching-learning process periodically through IQAC or any other mechanism Describe the process adopted by the institution for reviewing Teaching-Learning Process

periodically in not more than 100 - 200 words.

The institution reviews its teaching learning process periodically through staff meetings, portfolio in charges meetings, Student council meetings, faculty group meetings, practice teaching group meetings, IQAC meetings, CDC meetings etc. Due to the pandemic situation these meetings were held online periodically throughout the year. The reports of various curricular and co-curricular activities are presented in IQAC meetings and reports of it are read in CDC meetings. The progress of the teaching learning process is discussed in these meetings and necessary actions and decisions are taken as per the need. Various stakeholders such as managing body members, students, faculty and other IQAC/CDC members take part in this review process.

File Description	Documents
Appropriate documents to show the visible improvement/s in Teaching-Learning Process with seal and signature of the Principal	View File
Any other relevant information	No File Uploaded

6.5.3 - Number of quality initiatives taken by IQAC or any other mechanism for promoting quality culture during the year

38

File Description	Documents
Data as per Data Template	View File
Report of the work done by IQAC or other quality mechanisms	No File Uploaded
List of quality initiatives undertaken by IQAC / other quality mechanism signed by the Principal	View File
Any other relevant information	No File Uploaded

6.5.4 - Institution engages in several quality initiatives such as Regular meeting of Internal Quality Assurance Cell (IQAC) or other

Two of the above

mechanisms; Feedback collected, analysed and used for improvements Timely submission of AQARs (only after 1st cycle) Academic Administrative Audit (AAA) and initiation of follow up action Collaborative quality initiatives with other institution(s) Participation in NIRF

File Description	Documents
Data as per Data Template	View File
Link to the minutes of the meeting of IQAC	https://www.gandhishikshan.com/wp-content/uploads/2022/07/Minutes-of-IQAC-for-2020-2021.pdf
Link to Annual Quality Assurance Reports (AQAR) of IQAC	https://www.gandhishikshan.com/wp-content/NAAC_Reports/AQAR-2019-20_28-07-22.pdf
Consolidated report of Academic Administrative Audit (AAA)	View File
e-Copies of the accreditations and certifications	View File
• Supporting document of participation in NIRF	No File Uploaded
Feedback analysis report	No File Uploaded
Any other relevant information	No File Uploaded

6.5.5 - Institutions keeps track of the incremental improvements achieved in academic and administrative domains of its functioning through quality assurance initiatives For first cycle: Describe two examples to show incremental improvements achieved within the institution during the year in not more than 100 - 200 words each For second and subsequent cycles: Describe two examples to show incremental improvements achieved within the institution due to quality initiatives since the previous accreditation in not more than 100 - 200 words each

RECOMMENDATION OF VARIOUS NAAC CYCLE AND INCREMENTAL IMPROVEMENTS

NAAC FIRST CYCLE 2004

Sr. Nu

Suggestion Given

Action taken

1.

College needs ICT facility to develop their ICT resources and provide resources required to have quality ICT Services.

Enhanced ICT facilities due to the 11th Plan Grant given under section 12b and 2 f from 2007 to 2012

1.

The College should constitute IQAC Cell.

The college has now in place the IQAC Cell.

NAAC SECOND CYCLE 2011

1.

Research Culture needs to be enhanced in the college

Teacher Educators are involved in the process of presenting research papers. All the Teacher Educators have completed one Minor Research Project. Regular Action Research. Active Ph.D. cell

1. .

Application of Computers in Education as one of the compulsory subject to be introduced in B. Ed.

Introduction of ability course -Critical understanding of ICT

All teacher Educators are implementing it in teaching learning process.

NAAC THIRD CYCLE 2017

1.

Coaching to be initiated for TET for B ED STUDENTS.

Organization of Training sessions by experts on TET.

2.

Faculty development Programme in Research Methodology, Models of Teaching, Constructivism, Inclusive Education.

Lesson plan in Experiential Learning

Research Methodology workshops are organized for Ph.D. Scholars

Interdisciplinary course - special one day visit in special schools and three day Gender equality camp and bilingual approach during Classroom interactions

File Description	Documents
Relevant documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

INSTITUTIONAL VALUES AND BEST PRACTICES

7.1 - Institutional Values and Social Responsibilities

7.1.1 - Institution has a stated energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements Describe the institution's energy policy streamlining ways of energy conservation, use of alternate sources of energy for meeting its power requirements in not more than 100 - 200 words.

The following policies were adopted:

1. Use of appropriate equipment for the effective consumption of energy.

2. To do an Energy Audit.

Avoiding unnecessary consumption of energy or choosing the most appropriate equipment to reduce the cost of energy helps to decrease individual energy consumption. For sustainable practices we require to save energy as much as possible keeping in mind Gandhian values of sustainable use of environmental resources.

So at our institution as part of our policy we decided to first check the source of energy. So applied the first policy of using LED lights as part of less energy consumption. All the light sources we checked and replaced by LED to reduce the consumption. All users of the institution were informed to be aware of usage and to put off the lights and fans when not in use.

Structured way of improving energy efficiency is to start with the implementation of an energy audit. Keeping this in view the institution for the first time in 50 years conducted an energy audit. The audit was conducted by Roshni Udyavar & Associate (RU & A) and the report was submitted on 21st November for further actions. There were many suggestions with respect to sustainable energy practices. The suggestions were carried out with immediate effect.

File Description	Documents
Institution's energy policy document	View File
Any other relevant information	View File

7.1.2 - Institution has a stated policy and procedure for implementation of waste management Give a brief note on the institution policy for waste management along with its implementation procedure in not more than 100 - 200 words.

The waste management policy (hierarchy) as under; (i) Waste prevention or minimization (ii) Waste utilization (iii) Waste recycling (iv) Waste processing (v) Waste-to-Energy (vi) Landfilling was given by the state government.

As part of waste prevention, minimization and as part of waste utilization, the institution uses one-sided paper for all rough work and activities. Compost bins were made and utilized as part of waste management policies. Thus making waste to energy as the manure was used for the plants in the garden of the campus. Due to Covid 2019 the institution could not practice during this period

The recyclable materials like paper, plastic, metals, wood, clothes, etc.

segregated from the waste are given to recyclers for reprocessing. Such

activities will help in conservation of natural resources; and promote economic

benefits and employment opportunities in the state.

A cell has been established along with MGNRCE and awareness activities were carried out.

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.3 - Institution waste management practices include Segregation of waste E-waste management Vermi-compost Bio gas plants Sewage Treatment Plant

One of the above

File Description	Documents
Documentary evidence in support of each selected response	No File Uploaded
Geo-tagged photographs	View File
Income Expenditure statement highlighting the specific components	No File Uploaded
Any other relevant information	No File Uploaded

7.1.4 - Institution has water management and conservation initiatives in the form of 1. Rain water harvesting 2. Waste water recycling 3. Reservoirs/tanks/ bore wells 4. Economical usage/ reduced wastage

Two of the above

File Description	Documents
Income Expenditure statement highlighting the specific components	View File
Documentary evidence in support of the claim	View File
Geo-tagged photographs	View File
Any other relevant information	View File

7.1.5 - Institution is committed to maintenance of cleanliness, sanitation, green cover and providing a pollution free healthy environment Describe the efforts of the institution towards maintenance of

cleanliness, sanitation, green cover and providing a pollution free healthy environment in not more than 100 - 200 words

The institution is committed to clean campus as a result the campus is swept every day by the 'safaikarmacharies' and the classrooms are mopped and sanitized every day . As it was a covid19 period ,stock taking was done regularly and necessary measures were taken. At the entrance sanitary measures are taken care of by the gatekeeper. End of the year spring-cleaning was done and necessary actions were taken. The campus is surrounded with greenery, which brings in fresh air, which is cool and healthy also providing a green cover. Regular awareness programmes were done through online mode during Covid 19 period.

File Description	Documents
Documents and/or photographs in support of the claim	View File
Any other relevant information	No File Uploaded

7.1.6 - Institution is committed to encourage green practices that include Encouraging use of bicycles / E-vehicles Create pedestrian friendly roads in the campus Develop plastic-free campus Move towards paperless office Green landscaping with trees and plants

Three of the above

File Description	Documents
Videos / Geotagged photographs related to Green Practices adopted by the institution	View File
Circulars and relevant policy papers for the claims made	No File Uploaded
Snap shots and documents related to exclusive software packages used for paperless office	No File Uploaded
Income- Expenditure statement highlighting the specific components	View File

7.1.7 - Number of expenditure on green initiatives and waste management excluding salary component during the year (INR in Lakhs)

0.33

File Description	Documents
Data as per Data Template	View File
Income Expenditure statement on green initiatives, energy and waste management	View File
Any other relevant information	View File

7.1.8 - Institution puts forth efforts leveraging local environment, locational knowledge and resources, community practices and challenges. Describe institution's efforts showcasing the way it leverages local environment, locational knowledge and resources, community practices and challenges in not more than 100 - 200 words

At the beginning of the academic year to make the student community aware of the local area and the available resources a "know your surrounding" programme is kept. However due to Covid attempt was made online.

community practices: Online Community Engagement -

1. The sarva dharma prayer is conducted daily also in the online mode and the community, that is the parents at home , relatives etc. became aware of prayers of various religions .

2.The assembly has paper reading by students in which many issues related to our society

3.Cyber Security awareness amongst more than 10 parents/students/ other community people etc.

4. Online remedial work - The student teachers were engaged in providing online remedial teaching practice teaching school students.

5.A PSSC team - a project initiative with MGNCRE: Providing foodgrains, data about available covid beds in hospitals, phone counselling, etc.

6.Online Survey of the status of women was done by the students and awareness programmes were conducted . This was under the DLLE Extension work project

Challenges -

1.Internet connectivity / data availability

2. Convincing community for online engagement**3. Pandemic situation**

File Description	Documents
Documentary evidence in support of the claim	View File
Any other relevant information	View File

7.1.9 - The institution has a prescribed code of conduct for students, teachers, administrators and other staff and conducts periodic sensitization programmes in this regard: The Code of Conduct is displayed on the website There is a committee to monitor adherence to the Code of Conduct Institution organizes professional ethics programmes for students, teachers, administrators and other staff Annual awareness programmes on the Code of Conduct are organized

C. Any 2 of the above

File Description	Documents
Copy of the Code of Conduct for students, teachers, administrators and other staff of Institution / Affiliating University	View File
Web-Link to the Code of Conduct displayed on the institution's website	View File
Reports / minutes of the periodic programmes to appraise adherence to the Code of Conduct	No File Uploaded
Details of the Monitoring Committee, Professional ethics programmes, if any	No File Uploaded
Any other relevant information	No File Uploaded

7.2 - Best Practices

7.2.1 - Describe at least two institutional best practices (as per NAAC format given on its website)
Describe any two best practices successfully implemented by the institution as per NAAC format

TITLE OF THE PRACTICE 1: - COLLABORATIVE VALUE DEVELOPMENT WEEK

The practice is a part of us since our inception, it is our philosophy and practice both. The idea of disseminating Gandhian ideas has been our motto throughout the journey of our institution. Its neither new nor novel, only thing is that we have increased the magnitude of it since this year.

Around 217 students attended this Programme from 2 different colleges:

Smt Surajba College of Education

Smt. Maniben M P Shah Women's College of Arts and Commerce

TITLE OF THE PRACTICE 2: LEARNING THROUGH DOCUMENTARIES

If students are watching, listening, and making the documentaries then they are more benefitted even more than reading, we must ensure they have critical frameworks for analysis. We can use documentaries to raise questions around voice, truth, ethics, and a range of themes relevant to the shifting literacies of the 21st Century. Watching more documentaries is important, but talking about them together in person is equally important. So we started a NEW Practice were by students watch educational Documentaries were given to watch. After the watching the documentaries detail discussion is done which is followed by an Assignment.

File Description	Documents
Photos related to two best practices of the Institution	View File
Any other relevant information	No File Uploaded

7.3 - Institutional Distinctiveness

7.3.1 - Performance of the institution in one area of distinctiveness related to its vision, priority and thrust Describe the institutional performance in one area of distinctiveness related to its vision, priority and thrust in not more than 100 -200 words

Nurturance and dissemination of Gandhian Values were done through online platforms such as G suit, Zoom etc. Daily Sarva Dharma Prarthana and discussions on values, issues related to national and international concern was a striking feature of morning assemblies. In order to develop innovatively involved and dynamic teachers for the welfare of society, the knowledge , desirable attitudes and skills were developed through various online webinars, workshops,

interactions with gandhian veterans, film viewing , online study circles, discussions etc. Cells such as Universal Human Value cell, MGNRE recognized SAP, VENTAL cell etc. organised activities such as Talk on Human Rights: The Base for a Just Society, Gandhian values initiation workshop. - Gandhi luminous light at the end of the tunnel, a week- long collaborative Value workshop , awareness programs with regard to cleanliness, Mask making workshops ,environmental sustainability, gender sensitisation etc. The community engagement activities as well as training in socially useful productive work was done through online sessions The blended model was practiced well at all times. Books on Gandhism were posted in library G-class where students could actively get engaged. All the above activities were carried out keeping in view the vision and mission of the Institution through ICT integration.

File Description	Documents
Photo and /or video of institutional performance related to the one area of its distinctiveness	View File
Any other relevant information	No File Uploaded